



Reception Welcome Meeting

Growing together to build our future.



We want the best for every child

High quality care

An engaging curriculum: what we want children to learn

Pedagogy: helping children to learn

Assessment: checking what children have learnt

Encourage and develop self esteem,
self- regulation and executive function

Partnership with parents



Starting Points

Every child has a different starting point.

Different family circumstances

Different nursery / pre school / child minder experiences

Different life experiences

Some children need more support academically, some need more support with their social and emotional development.

It's important we all understand that not all children are at the same stage of development.

Early Years Foundation Stage Curriculum

There are 7 areas of learning in the EYFS curriculum.

3 Prime areas (Communication and Language, Personal, Social and Emotional Development, Physical Development)

4 Specific areas (Literacy, Maths, Understanding of the World, Expressive Arts and Design)

Regular attendance is crucial in order to help and support your child in making good progress in all these areas.



Characteristics of Effective Learning

The ways in which the child engages with other people and their environment:

Playing and exploring

Active learning

Creating and thinking critically

These underpin learning and development across all areas and support the child to remain an effective and motivated learner.

What we're learning in Reception

- *Rules and routines of the classroom
- *How to be a good learner
- * How to be a good listener
- *How to be a good friend
- *Snack time/playtime
- * Circle time
- *Dough disco and arm gym!
- *PE *Music
- *Lunchtime routines & behaviour

School Values

Respectful

Engaged

Ready

Short teaching inputs

Phonics	Writing	Handwriting	Number
 The logo for 'Unlocking Letters & Sounds' features a red square frame with a keyhole cutout in the center. The word 'Unlocking' is written in a bold, black, sans-serif font, with the 'i' in 'Unlocking' positioned within the keyhole. Below it, 'Letters & Sounds' is written in a smaller, black, sans-serif font.	 The logo for 'Drawing Club' consists of a white circle on a black background. Inside the circle, the words 'DRAWING' and 'CLUB' are written in a black, hand-drawn, sans-serif font. Below the text are three small circles in grey, yellow, and black.	 The logo for 'Kinetic Letters' features the text 'Kinetic Letters' in a black, sans-serif font, with a registered trademark symbol. Below it, the tagline 'making hand-writing easy for everyone' is written in a smaller, black, sans-serif font. The logo also includes a stylized drawing of a plant with two leaves and a flower.	 The logo for 'White Rose Maths' is set against a dark blue background. It features the words 'White Rose' in a white, sans-serif font, with 'White' and 'Rose' on separate lines. Below this, the word 'MATHS' is written in a large, white, sans-serif font, with a small blue triangle replacing the letter 'A'.

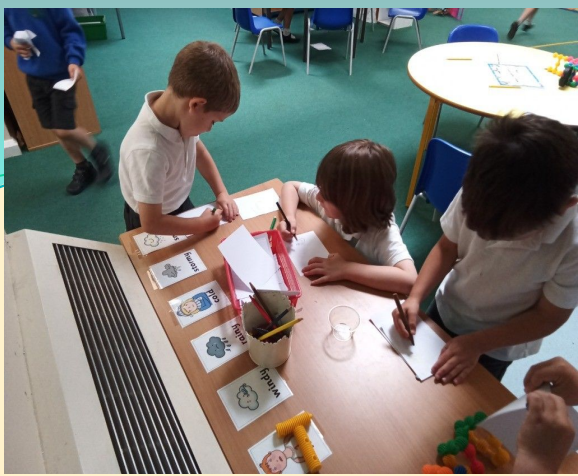
Discovery Time

This takes place throughout the day inside and outside the classroom.

The children take ownership of their learning and independently access opportunities provided, which are mostly initiated by them.

There are adult led activities that each child would have to complete during this time too.





Discovery time!



Our lovely outdoor area

From water trays to a fantastic mud kitchen, we have lots of wonderful activities to explore outside.

These activities can change weekly depending on our theme and children's interests.



Snack Time

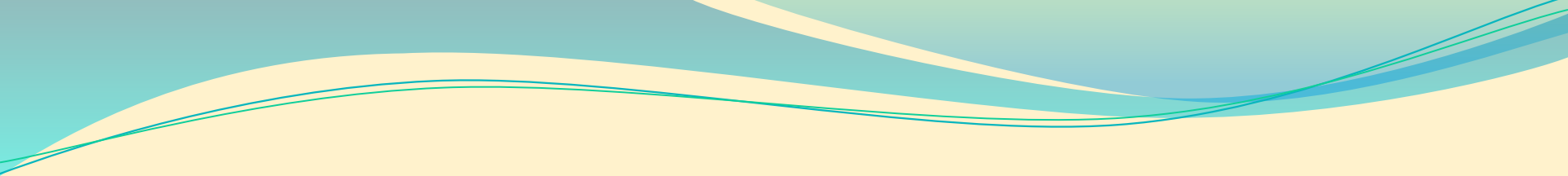
Each morning your child will be given a piece of fruit, provided by the Government fruit scheme.



Parents can sign up with cool milk, to receive free milk daily for under 5's.

Once your child is 5 you can purchase this online if you wish to continue.





Lunchtimes

Children have about 25 mins for lunch.

Packed lunch - less is more!

Please label lunchboxes on the outside.

Baseline

Completing the reception baseline assessment (RBA)

Statutory Assessment

Teacher observations and Pre School / Nursery handover

Provides us with a starting point....so we know next steps and allow us to measure their progress throughout their school journey.

https://assets.publishing.service.gov.uk/media/682e31e3e9440506ee953953/2025_Information_for_parents_reception_baseline_assessment.pdf

End of Year Expectations

Children will be assessed at the end of the reception year through teacher assessment.

There are two bands
expected and **emerging**
for each area of the early years curriculum.

Parents will be informed at the end of the year which bands their children are working within.



Phonics

Unlocking Letters and Sounds scheme

Progressive programme from R - Yr 2

Daily whole class phonic lessons

4 sounds taught per week plus revision session

Each sound has an action

Interventions (daily and additional to plug gaps)

Pronunciation and Terminology

Important to say the pure sound.

*Top Tip - check if your jaw drops!

Phoneme - A single spoken sound, e.g. /c/

Grapheme - A grapheme is a letter or a sequence of letters that represent a phoneme/sound.

Phoneme/Grapheme Correspondence - match a phoneme (sound) to a grapheme (written representation)

Segment - Segmenting a word is to break the word down into its component phonemes, e.g.
hat = h-a-t.

Blend - Blending letter sounds (phonemes) together enables children to decode and read words. For example, h-a-t = hat.

Segmenting and Blending

- * Blending and segmenting are arguably the most important part of early phonic learning.
- * oral blending is the ability to hear separated sounds and put them together (blend them) back into one single word. For example, a child that hears the separated sounds 'd-o-g', should be able to 'blend' them back into the single word 'dog'.
- * This is the key skill for reading. Blending is the skill of hearing that what you have just sounded out becomes a word.
- * Segmenting is the opposite skill. To segment, you separate a word into its component sounds. For example, 'cat' would become 'c-a-t'. This skill is crucial for writing, as to write a word, a child must hear its component sounds.
- * If you can blend and segment, then you will quickly be reading and beginning to write words with just a few sounds under your belt.
- * It is important that the children have plenty of experience of listening to adults modelling oral blending.

Learning to Read at Merley

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*Children will be taught to read in their daily phonic lessons.

*In addition they will be heard read once a week on a 1-1 basis initially until they are ready to read in a small group.

*We will start to send home reading books with sounds in, when we have assessed your child and they are confident and secure in the phonic knowledge (they have been taught) so they will feel successful.

While we complete our assessments we will be sending picture books home (starting on Thursday 17th).

*Please take time to look at the front cover, title, discuss what you think the book is about? Title? Author? Make predictions?

*Look at the pictures making up your own story using story language eg: once upon a time.

*Adult should model telling their story.

*Encourage your child to talk in full sentences.



Reading arrangements and expectations

*Reading books will be changed every Monday and Thursday.
(Please make sure the children have their reading book and diary with them on these days so we can change their books).

*Children will receive one book on each of these days.

*The book needs to be read 3 times, once each day - for the children to practise their decoding and improve their fluency.

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Love to Read



Reading is at the heart of our curriculum.

We want to ensure that reading is for pleasure and enjoyment too.

In class we promote this by allowing children to access books independently throughout the day and daily storytimes.

Your child will also bring home a
'Love to Read' book

which will be chosen each week by them from our school library.
This book is for **you to read to your child** and for you and your child to enjoy together.

By sharing this book together, you can further support your child by talking about the story, characters, exploring vocabulary and asking questions you will be

supporting their understanding, developing their comprehension skills and widening their vocabulary.

Every Day Counts - Every Book Counts

At Merley we are placing huge significance on the value and benefits of reading and vocabulary.

This will be our sole focus for homework.

Just 5 mins reading a day is 900 mins reading per school year
you can really make a difference.

Reception Homework

Daily reading - your child reading to you

No more than 10 mins a day.

Remember to record in their reading diary
(Date, title of book and signature. Short comment if you wish).

Share a story book together.

Outdoor Adventurers

- Alternate Tuesday mornings and Thursday mornings.
- Tuesday mornings - Sessions lead by Helen and Leigha. Class teacher and TA, will support and observe children.
- Thursday mornings - Sessions lead by class teacher and TA.
- Outdoor Adventurers is a time for the children to learn and develop social and physical skills in a different environment.
- Children will learn to do whittling, fire lighting, den building, cutting and drilling wood.
- Outdoor Adventurers supports the children with developing resilience by doing these activities.
- It helps the children in become risk aware not risk averse.

Other Adults

Mrs Stevens



Mrs Johnson



Mrs Scotney



Tapestry

Online learning journey

- What we have been learning each week
- Whole class observations each week for OA
 - WoW moments

Parents may also post WoW moments about your child's achievements at home. add your own pictures/videos/observations of any achievements/activities out of school.

We also use it to remind parents of

- upcoming events
- timetable changes

Information regarding pick-ups / notes about children feeling unwell etc. should be communicated through the office email or through a brief update on the gate in the morning.

Longer more detailed conversations can be arranged with the class teacher at a mutually convenient time.

Communication

	Parents and carers can:	School staff will:
Morning drop off	Pass quick messages to school staff.	
End of day pick -up , once all pupils have been safely dismissed	Arrange meetings. Ask questions. Pass on more detailed information.	Pass on medical, behavioural and well-being updates as necessary as well as academic news.
Arbor	Communicate pupil absence.	Send out whole school and specific year group information.
E-mail to the school office office@merleyfirstschool.org	Inform teachers and staff of non-urgent matters. Ask questions. Schedule meetings with staff. Advise staff of regular or one-off pupil collection arrangements.	

Communication

Telephone 01202 888455	Communicate urgent information. Request for a member of staff to contact you.	Have a more detailed conversation regarding pupils.
Website		Share half - termly learning overviews and year group events.
Newsletter		Share celebrations, key dates, attendance and safeguarding information as well as, responses to whole school parental feedback and questions.



Rewards



We use class dojo to reward children for their work, effort and behaviour.

These rewards reflect our Merley school values.

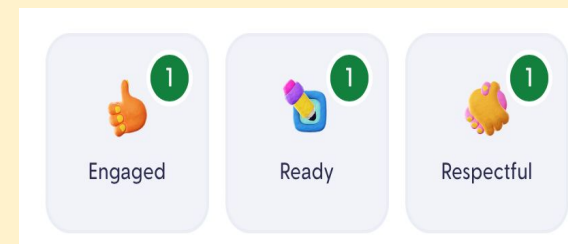
Celebration assembly - at the end of the week.

Oak leaves - 3 are awarded every week to children who have wowed us with their learning/attitude.

Star Learner - 1 award a week to someone who has wowed us in any lesson.

Headteacher Award - 1 award a week to someone who has demonstrated the termly focus value eg: Ready, Engaged or Respectful.

Special person - one child is chosen at random each week (You will be notified a few days in advance of your child's week) to be our special person and share things about themselves to the class.



Respectful

Engaged

Ready

Behaviour

Code 1 - Un-Social Behaviour Low level disruption in class or on the playground	Code 2 - Un-Social Behaviour Disruption of lesson / playtime activities	Code 3 - Anti-Social Behaviour Prevention of other children learning / playing in peace
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Reminder

Not following instructions
A lack of work in lessons
Not listening to others
Unacceptable standard of work

Moved to a separate space for 5 minutes

Persistent disruption of learning
Absconding from the classroom
Not respecting the classroom environment and resources
Physically hurting another child

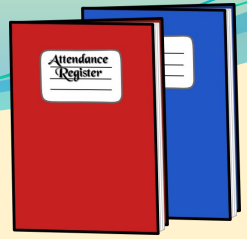
Moved to another classroom for 5 minutes
Time with SLT to reflect on behaviour at playtime/ lunchtime.

Respectful

Engaged

Ready

Attendance



When a child misses just one day, it's not just a break in their routine—it pauses their growth in some really important ways:

- **The Learning Chain:** Our English and maths lessons are built like building blocks. Today's lesson connects perfectly to what they learned yesterday and forms the foundation for what they will learn tomorrow. When a day is missed, those vital "brain connections" can become insecure, making future learning feel a lot harder.
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- **Social & Emotional Growth:** School is where magic happens between friends. Every day away is lost time spent laughing, collaborating and problem-solving with their peers—skills that are vital for their emotional well-being.
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- **The Wider World:** Subjects like science, art, history and our extra-curricular clubs aren't "extras"—they are vital parts of developing your child's passions, talents, and understanding of the world.

We love teaching your children, and we want to give them the absolute best start in life.

8:45-8:55 register open and children expected to arrive

8:55-9:15 late

After 9:15 unauthorised absence recorded (this counts towards the 10 sessions)

Uniform reminders

At our school, uniform isn't just about clothing—it's about community.

Wearing our uniform creates a powerful sense of
belonging and equality
ensuring that every child walks through our gates feeling like a valued
part of the same team.



Please keep practicing encouraging independence

Try to make your child as independent as possible by encouraging them to persevere and keep trying when it gets tricky.

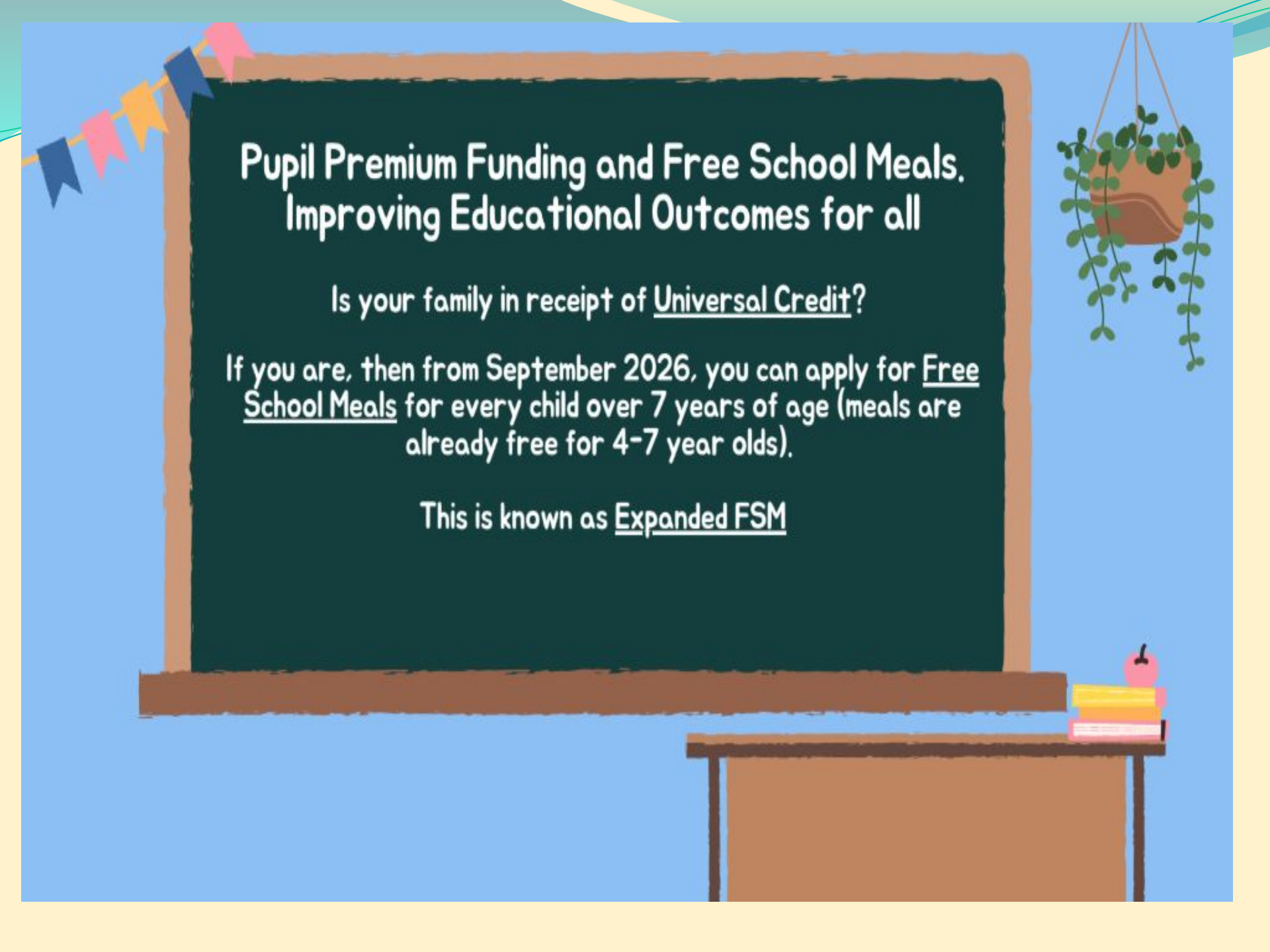
*to be independent in their personal hygiene eg: wiping themselves after going to the toilet and blowing their nose and washing their hands.

**Taking off their school jumpers and turning them back the right way.

*Do up their zip/buttons on their coat

An independent child is a happy child





Pupil Premium Funding and Free School Meals. Improving Educational Outcomes for all

Is your family in receipt of Universal Credit?

If you are, then from September 2026, you can apply for Free School Meals for every child over 7 years of age (meals are already free for 4-7 year olds).

This is known as Expanded FSM



Furthermore, if you are in receipt of Universal Credit and your annual household earnings are £7,400 or less, your child qualifies for **Targeted FSM**. This is the **Pupil Premium** which is an extra pot of government funding given directly to schools.

The purpose of this is to improve educational outcomes for disadvantaged students and close the attainment gap between them and their peers.

If you qualify, you get:

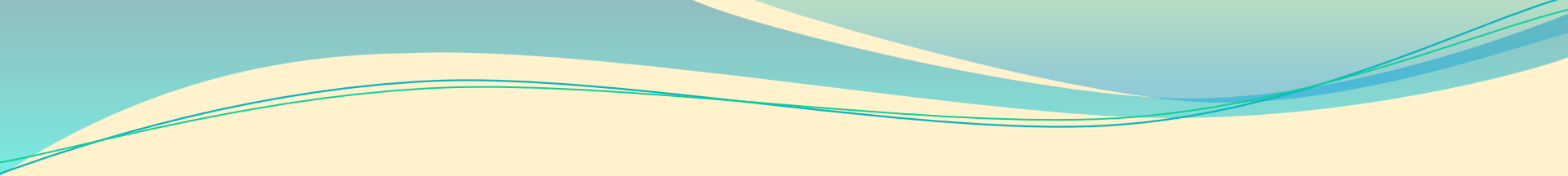
50% off the cost of school trips

Free attendance at one extracurricular activity (after school club)

One free school sweatshirt or cardigan each year

Free milk

Even if your child prefers packed lunches, it is absolutely vital to apply through the school website. Registering ensures the school receives additional funds every year to support their education and well-being.



And last but not least....

We are here and happy to help so please ask !

Many thanks for your time.

Questions?